

**Texas Education Agency**  
**Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             Received Texas Education Agency 2016 MAR 25 AM 11:38 Document Control Center Texas Education Agency           </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Hidalgo Independent SD	108-905		
Vendor ID #	ESC Region #		DUNS #
	1		023557663
Mailing address	City	State	ZIP Code
P. O. Drawer D	Hidalgo	TX	78557

**Primary Contact**

First name	M.I.	Last name	Title
Edward		Blaha	Superintendent of Schools
Telephone #		Email address	FAX #
956-843-4404		edblaha@hidalgo-isd.org	956-843-3343

**Secondary Contact**

First name	M.I.	Last name	Title
Mary	C	Pacheco	Ex. Director of Special Pops
Telephone #		Email address	FAX #
956-843-4432		mcpacheco@hidalgo-isd.org	956-843-3112

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Edward	L.	Blaha	Superintendent of Schools
Telephone #		Email address	FAX #
956-843-4404		edblaha@hidalgo-isd.org	956-843-3343

Signature (blue ink preferred)

Date signed

3/29/2016

*Only the legally responsible party may sign this application.*

701-16-102-018

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Overview of Community:**

Hidalgo Independent School District, resides within the county of Hidalgo and spans from the community of Granjeno, located along the Rio Grande River to sections within the cities of Pharr and McAllen. Majority of the district's residents live in "colonias", a term given to areas that lack proper water and sewer services. According to the 2010 U.S. Census Bureau the county of Hidalgo is one of the poorest counties in the nation and Hidalgo ISD is located within the county. One of the colonias highlighted in this report, Las Milpas, 40% of the residents lack a high school diploma and the poverty rate is around 62.1%, higher than the current rate of 33.4% for the Rio Grande Valley. Students who live in the colonias attend J.C. Kelly Elementary and Hidalgo Park, part of Hidalgo ISD and they struggle with academics; partially due to students lacking English proficiency to perform well on state assessments. City-Data.com also reveals that 1/3 of the families residing within the boundaries of Hidalgo ISD are living in poverty where annual income is \$5,800. These and other variables lead to the conclusion that Parental Involvement also needs to be strengthened and embraced. Taking these statistics into consideration, the district convened the District Advisory Council to analyze the educational and economic needs of the community and the district.

**District Profile to Grant Goals and Purposes:**

The District Advisory Council (DAC), comprised of administrators, community members, parents, and students reviewed all data collected and identified and prioritized the needs of the community and the district. The DAC concluded that the goals and the purpose of the 21<sup>st</sup> Century Community Learning Center Grant was very much aligned to the district needs. Hidalgo ISD currently serves a student population of 3,259 where 57.04% have been identified as English Language Learners /LEP, of which 116 or 3.55% are recent immigrants. The district's demographics fits the eligibility requirement for the grant in that 89.47% of the student population is economically disadvantaged, thus meeting the Title I criteria. All campuses are designated as Title I Schoolwide. In addition, 73.81% are at risk and Hispanic, a population most in need of improved student academic achievement and support for overall student development. State accountability and performance reports have also ranked four out of seven campuses as Focus schools, a rating given to the 15% lowest performing schools in the state. Therefore, implementing a 21<sup>st</sup> CCLC program at these Title I campuses will support the overall stated purpose of the grant.

**Need for the Program:**

The Comprehensive District Improvement Plan mirrors the Campus Improvement Plans and provide evidence for a systemic change to improve academics and family engagement, the two most important initiatives that will have a positive impact on the quality of learning. PBMS report for 2015 indicate that English Language Learners are not meeting standards on STAAR Reading and STAAR Math in grades 3-6. More than 45% failed STAAR math and 38% failed STAAR reading. At the secondary level (high school) on the End of Course assessments 139 LEP students did not pass English I only 19 met standard. English II had the same results where 104 LEP students took the assessment and only 14 passed, resulting in an 87% failing rate. In Algebra I, out of 74 LEP students, 57 failed the end of course, thus 78% did not meet standard. At the middle school, Reading like English at the high school, students also struggle to meet standard. Only 40 ELLs out of 190 were successful in Reading in grades 6<sup>th</sup> and 7<sup>th</sup>. Consequently, three of the four elementary campuses made small gains in Index 1 but J. C. Kelly failed to meet Index 1. The demographics of the district and the challenges students and parents face in their everyday life merits the need for the program. If granted the 21<sup>st</sup> Century Community Learning Center Grant will support the goals and purpose specified in the grant to improve family life, increase academic performance and provide students with opportunities to participate after school in various expanded educational learning programs.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Description of the Program:**

The program will support Hidalgo ISD to implement high-quality extended learning opportunities outside of the regular school day to students needing academic assistance to meet academic standards. The program will also provide enrichment opportunities for students to graduate ready for college and/or the workforce. Included in the program design is a strong commitment to inform and educate parents of the community. Designed around the five Texas ACE objectives: improve academics, attendance, behavior, promotion rates and graduation rates the program goal is to graduate students ready for post-secondary education. The design calls for the establishment of six (6) community learning centers located in the city of Hidalgo and the Pharr area, which falls under the jurisdiction of Hidalgo ISD. The following centers: Hidalgo Early College High School, Ida Diaz Middle School, Hidalgo Elementary, and Dr. Alejo Salinas Jr. Elementary will reside in the city of Hidalgo while Hidalgo Park Elementary and J. C. Kelly Elementary will be in the community of Pharr. The Director of Special Populations will oversee the implementation of the 21<sup>st</sup> CCLC grant program through direct supervision of the Project Director. The Project Director, in turn, will oversee the activities of the Family Engagement Specialist and the six (6) site coordinators. Together, these positions form the Project Management Team. In addition to the district's District Advisory Council, a new advisory team will be created specifically for this grant. The Project Advisory Team will include the Project Director, one Site Coordinator, one school administrator, one parent, one project partner, one teacher, one student, and as well as other positions appointed by the Superintendent of Schools.

The Project Director and the Site Coordinators will assist and monitor day-to day grant activities to ensure successful implementation. Grant activities in the 21<sup>st</sup> CCLC program will be innovative and interactive, using new and unique hands-on methods of instruction to assist student learning and the ability to make connections, which can be utilized daily during the regular school day. Additionally, site coordinators will be responsible for collecting and reporting required evaluative data. Both quantitative and qualitative data will be gathered to analyze the program and make informed decisions on program efficacy and guide progress measurement and program adjustment. Test scores, enrollment, attendance, participant and parental feedback as well as student and administrative recommendations will be considered. The contracted evaluator will complete all required reports to TEA and will submit in a timely manner.

Hidalgo Independent School District has completely and accurately answered all statutory and TEA requirements for this Texas 21<sup>st</sup> Century Community Learning Center grant. Prior to submission, this grant will be reviewed by the district's District Advisory Council including the Chief Financial Officer for budget accuracy.

Hidalgo ISD is committed to achieving the goals and the purpose of the this 21<sup>st</sup> CCLC program and will complete all trainings, reports, reviews, checklists, surveys, and any other requirements established by the Texas Education Agency.

**Funding & Sustainability:**

Through the cooperation and coordination with the Chief Financial Officer, Federal Programs Director, Executive Director for Teaching and Learning, Project Management Team, and the Superintendent of Schools, the Project Director will ensure that funding from local, state, federal, and private funding is committed to the program before and after grant funding terminates. The Project Management Team, Project Advisory Team and the DAC will address all issues concerning the coordination of funding and sustainability. These issues will be discussed during their scheduled quarterly meetings.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$612,722	\$444,721	\$1,057,443
Schedule #8	Professional and Contracted Services (6200)	6200	\$73,800		\$73,800
Schedule #9	Supplies and Materials (6300)	6300	\$175,431		\$175,431
Schedule #10	Other Operating Costs (6400)	6400	\$72,000		\$72,000
Schedule #11	Capital Outlay (6600)	6600	\$54,500		\$54,500
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$988,453	\$444,721	\$1,433,174
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$948,451</b>	<b>\$444,721</b>	<b>\$1,433,174</b>

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements			

Administrative Cost Calculation	
Enter the total grant amount requested:	\$1,433,174
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$71,659

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			
2	Educational aide			
3	Tutor			
<b>Program Management and Administration</b>				
4	Project director (required)	1	0	\$ 65,951
5	Site coordinator (required)	6	0	\$251,322
6	Family engagement specialist (required)	1	0	\$41,887
7	Secretary/administrative assistant			
8	Data entry clerk	1	0	\$27,554
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
<b>Auxiliary</b>				
11	Counselor			
12	Social worker			
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
<b>Other Employee Positions</b>				
19	Title			
20	Title			
21	Title			
22	Subtotal employee costs:			\$386,714
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay (55 teachers: Fall, Spring, Summer) @ \$22 an hr.		\$532,722
25	6121	Support staff extra-duty pay (aide, custodians, bus drivers)		\$80,000
26	6140	Employee benefits 15% (PD, FES, SCs, Clerk)		\$58,007
27	61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs			\$670,729
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$1,057,443</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 108-905		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Texas Valley Communities Foundation / Parental academies for Success of Schools	\$30,000
2	Cambridge Curriculum Training/Test Preparation, Lessons for College-readiness	\$13,800
3	External Grant Evaluator 2,000 per Center @ 6 centers	\$12,000
4	South Texas College/Tex-Prep Program for Middle School	\$18,000
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>b. Subtotal of professional and contracted services:</b>		
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$73,800
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$73,800</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 108-905		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$175,431
<b>Grand total:</b>		<b>\$175,431</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 108-905		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$3,500
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,000
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		
	Remaining 6400—Other operating costs that do not require specific approval:	65,500
<b>Grand total:</b>		<b>\$72,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 108-905		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	
<b>66XX—Computing Devices, capitalized</b>				
2	Chrome Books/ Students (academics) and Parental Trainings/ Computer Skills	146	\$229	\$33,434
3	Computer/Printer for Project Director/FS/Clerk	3	\$2000	\$6,000
4	Storage Cart	6	\$2000	\$12,000
5	3-D printers for Pitsco Labs	2	\$873	\$1,746
6				
7				
8				
9				
10				
11				
<b>66XX—Software, capitalized</b>				
12	Microsoft Office	9	\$80	\$720
13				
14				
15				
16				
17				
18				
<b>66XX—Equipment, furniture, or vehicles</b>				
19	Filing cabinets (store reports)	4	\$150	\$600
20				
21				
22				
23				
24				
25				
26				
27				
28				
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				
<b>Grand total:</b>				<b>\$54,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	5	0.2%	Attendance rate	97.4%
Hispanic	3,247	99.6%	Annual dropout rate (Gr 9-12)	1.1%
White	5	0.2%	Students taking the ACT and/or SAT	80.9%
Asian	2	.01%	Average SAT score (number value, not a percentage)	1245
Economically disadvantaged	2,923	89.47%	Average ACT score (number value, not a percentage)	16.2
Limited English proficient (LEP)	1,802	57.04%	Students classified as "at risk" per Texas Education Code §29.081(d)	73.96%
Disciplinary placements	2,482	76.2%		

**Comments**

OSS 86  
ISS 975  
DAEP 38

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	0.4 %	No degree	0.8	0.4%
Hispanic	211.3	90.0%	Bachelor's degree	191.5	81.6%
White	9	3.8 %	Master's degree	42.4	18.1%
Asian	12.4	5.3%	Doctorate	0	0 %
1-5 years exp.	60.2	25.7%	Avg. salary, 1-5 years exp.	43,482	N/A
6-10 years exp.	59	25.1%	Avg. salary, 6-10 years exp.	45,896	N/A
11-20 years exp.	53.3	27.7%	Avg. salary, 11-20 years exp.	52,225	N/A
Over 20 years exp.	46.4	19.8%	Avg. salary, over 20 years exp.	59,850	N/A

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	60	80	120	120	120	70	65	65	70	70	20	10	870
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	0	0	60	80	120	120	120	70	65	65	70	70	20	10	870

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Systemic Process:** Throughout the planning process for this grant, focus groups at each school, made up of teachers, administrators, parents, community leaders, students, community based organization partners, and board members examined collected data to identify specific achievement gaps, campus needs and assets and current parental involvement levels. Formal input was then solicited from all campus leaders regarding each campus's needs and the number of students who would likely participate in this program and recommendations on how this 21<sup>st</sup> CCLC grant would allow each school to achieve its stated goals and objectives was submitted to the District Advisory Council. The District Advisory Council also reviewed and evaluated student-level information and data from school and district records: Public Education Information Management System (PEIMS) reports, Texas Accountability Summary Report, Texas Academic Performance Report (TAPR), parental surveys, progress reports, Performance-Based Monitoring Analysis System (PBMAS), disciplinary referrals of students and the economic welfare of the city. Through this systemic process of needs assessment with the participation by all stakeholders, the committee developed a comprehensive plan to begin to address and prioritize the specific needs for each campus. For future evaluation of this systemic process, additional data will be collected through surveys from students, parents, teachers, partners, and district leaders.

**Resources:** Other than providing the physical plant facilities for the proposed six centers where the 21<sup>st</sup> CCLC program will operate, Hidalgo ISD will cover all costs associated with the safety and security of all students and their parents. The district will provide handheld radios, traffic cones, signage, visitor check-in and background scan via Raptor. Transportation by bus will also be included to transport students to program sites (college/university courses/tours/apprenticeship sites) and take students safely home after the 21<sup>st</sup> CCLC program day ends. Physical facilities such as athletic fields and courts, campus gyms, classrooms, library, and computer labs and all utility costs will be in-kind contributions. Additional resources available to the grant participants are technology hardware and connectivity, including servers, routers, wiring and wireless connectivity, desktops, printers, document cameras, TV/DVD players, projectors and the public address system. Curriculum materials and lesson plans created by the teachers using TEKS, ELPS, STAAR data, Lead4ward and Sheltered Strategies will be used to deliver effective and engaging lessons. Libraries will also be opened before and after school to provide ample time for students to do research, complete homework assignments, and access informational books.

The District Advisory Council identified the following areas and gaps that impact the community and student success:

- 33.4% of Hidalgo County are living in poverty (2010 US Census Bureau) where 62.1% residents in the community of Las Milpas are living in poverty compared to 33.4% in the county. (city-data.com)
- 50% of adults in Hidalgo County are illiterate compared to 19% of Adults in Texas.(www.tcall.tamu.edu)
- 40% of adults residing in the district of Hidalgo lack a high school diploma. (city-data.com)
- 89.47% of Hidalgo ISD student population is economically disadvantaged, with little or no additional resources for academic assistance or enrichment activities other than those provided during the regular school day.
- 73.96% are at-risk due to various social, economic, and academic factors.
- 99.7% of the student population are ethnic minorities (Hispanic)-a population that is historically underserved by public education and underrepresented in higher education.
- 57.04% are identified as English Language Learners, have not acquired English Proficiency.
- Parental involvement is campus specific and there is a great need to bring both parents and students together to experience academic success and strengthen the family unity.
- Majority of Hidalgo ISD graduates will be First Generation College attendees with few financial or academic resources for school persistence and success outside of the support provided by Hidalgo ISD. Grant funds will support more students graduating from high school and seeking post-secondary education.

All six Centers participating in the 21<sup>st</sup> CCLC grant have addressed student achievement, attendance, promotion, discipline, and parental involvement in their campus improvement plans and are included in the district's comprehensive plan. Funding from this grant, will support educators to improve academic achievement, attendance, decrease the number of discipline referrals and increase parental involvement in understanding processes for college preparation.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Increase Academic Performance</p> <p>Targeted students: Grades 3-8 80% of all students passing STAAR Reading and Mathematics.</p> <p>End of Course Assessments: 80% of all students passing STAAR English I, English II, and Algebra I.</p>	<p>Analyze data: weekly, biweekly and monthly: Progress reports, benchmark tests, teacher observation, grades etc.</p> <p>Target, recruit and enroll students for academic support.</p> <p>Plan and schedule tutorial sessions in small groups based on TEKS objectives not mastered.</p> <p>Provide additional time for homework assistance.</p> <p>Offer STAAR EOC tutorials and test preparation for students not meeting standards.</p> <p>Expand library hours before and after school.</p> <p>Celebrate student achievement gains.</p>
2.	<p>Improve Attendance</p> <p>Target goal is 98% average daily attendance.</p>	<p>Share attendance goals with parents/students through district website, parental meetings, and campus newsletters</p> <p>Call parents when students are absent.</p> <p>Offer an enticing array of 21<sup>st</sup> CCLC academic enrichment, sports/recreation, art/music, clubs, parental sessions, STEM and apprenticeships.</p> <p>Acknowledge and celebrate improved attendance.</p>
3.	<p>Improve Positive Behavior</p> <p>Target goal is to reduce the number of disciplinary referrals by 40%.</p> <p>Provide adult advocacy for all at-risk children.</p>	<p>Review all referrals daily to identify students needing behavior intervention.</p> <p>Encourage students and parents to participate in 21<sup>st</sup> CCLC activities: Clubs, Art, recreational etc.</p> <p>Provide student/parent educational camps/academies to engage parents in their child's learning.</p> <p>Conduct monthly parental workshops to inform parents what their role is in impacting their child's education.</p>
4.	<p>Improve Promotion Rates</p> <p>Target is 98% of students will be promoted.</p>	<p>Target, recruit and enroll students needing academic support.</p> <p>Plan, implement tutorials in small group sessions.</p> <p>Offer parental resources to help support academics.</p> <p>Monitor attendance and provide individualized instruction.</p> <p>Provide homework assistance.</p>
5.	<p>Improve Graduation Rates</p> <p>College &amp; Workforce Readiness</p> <p>Average ACT scores from 16.2 to 21</p> <p>Average SAT scores from 1245 to 1500</p> <p>TSI Cleared</p> <p>EOC</p> <p>100% of graduates to be accepted into a 4 year college or university and workforce ready.</p>	<p>Provide tutorial sessions for TSI, ACT, SAT, STAAR.</p> <p>Expand library hours before and after school.</p> <p>Partner with South Texas College to send students to the Tex-Prep program.</p> <p>Partner with South Texas College/Cambridge ES for teacher trainings</p> <p>Provide benchmark assessments</p> <p>Offer local college/university tours for students/parents.</p> <p>Transition students from acquiring employability skills to apprenticeships.</p>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	<i>Qualifications:</i> Leadership, supervision and management skills. <i>Experience:</i> Five years of contracted teaching, counseling, administrative/leadership capacity and bilingual (English/Spanish). <i>Certifications:</i> Bachelor's, Master's Degree preferred.
2.	Site Coordinator(s)	<i>Qualifications:</i> Organizational, management and communication skills to coordinate program, vision, goals, & objectives at the campus level and be bilingual (English/Spanish) <i>Experience:</i> Working with at-risk students/parents. <i>Certifications:</i> Bachelor's degree/education or related.
3.	Family Engagement Sp.	<i>Qualifications:</i> Leadership, management and good communication (interpersonal) skills. <i>Experience:</i> Coordinating and implementing family engagement activities. <i>Certifications:</i> Bachelor's degree in education or social services and must be Bilingual (English/Spanish).
4.	Data Entry Clerk/Secretary	<i>Qualifications:</i> Computer, organizational, & interpersonal skills. <i>Experience:</i> Two years in an educational setting, reading/writing skills. <i>Certifications:</i> Associate Degree/ Business/ related.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Employment of Administrative staff Project Management Team	1. Interview and employ Project Director & Clerk	8/02/2016	8/04/2016
		2. Interview, employ Site Coordinators & Family Sp.	8/10/2016	8/16/2016
		3. Review and create timeline for all program activities	8/18/2016	8/23/2016
		4. Create budget for 21 <sup>st</sup> Century Grant/Chief Finance	8/18/2016	8/22/2016
		5. Purchase all resources needed for grant goals	8/23/2016	8/31/2016
2.	Recruitment	1. Disseminate flyers, newsletters to students/parents	8/18/2016	6/20/2017
		2. Recruit students for academic assistance (STAAR)	8/18/2016	6/01/2017
		3. Recruit students for academic enrichment.	8/18/2016	6/01/2017
		4. Recruit students for ACT, SAT, TSI preparation.	8/18/2016	6/05/2017
		5. Recruit students for apprenticeship positions.	8/18/2016	6/01/2017
3.	Instructional Staff Community Partners	1. Hire all staff to implement grant activities	8/31/2016	6/01/2017
		2. Orientation to grant goals, objectives and timeline.	9/01/2016	9/01/2016
		3. Provide training to staff (Pitsco, etc.)	9/02/2016	9/02/2016
		4. All contracts are signed with participating partners.	8/15/2016	8/15/2016
		5. Select sites for apprenticeship positions.	9/05/2016	9/22/2016
4.	Implementation of Grant Activities	1. Instructional academic assistance classes begin.	9/05/2016	7/06/2017
		2. Enrichment classes/clubs are established.	9/05/2016	7/06/2017
		3. Library hours are expanded before and after school	9/05/2016	5/31/2017
		4. Family Literacy Nights/student & parental camps	9/21/2016	6/29/2017
		5. Monitoring grant activities and attendance with staff	8/01/2016	8/31/2017
5.	Evaluation	1. Meet weekly with staff to evaluate & assess needs	8/18/2016	8/31/2017
		2. Solicit and contract grant evaluator.	9/05/2016	9/29/2016
		3. Gather all quantitative and qualitative data.	8/02/2016	7/31/2017
		4. Provide evaluator data for submission (on-going)	1/03/2017	7/17/2017
		5. Complete and submit 21 <sup>st</sup> CCLC grant report to TEA	7/21/2017	7/31/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Hidalgo ISD conducts biweekly administrative meetings with campus leaders to discuss and monitor the alignment and attainment of the district's goals as stated in the comprehensive plan. The administrative team reviews progress made in student achievement, attendance, discipline, and number of parents involved in school activities. Each campus leader reports on their performance toward meeting the district's goals and presents key events or acknowledgements the campus has received. Biweekly meetings will continue throughout the project period and will include the Project Director for the 21<sup>st</sup> CCLC as a way to monitor and manage the organization's overall academic performance, support services, financial, and facility needs. The Project Management Team which consists of the Project Director, the six site coordinators, and the Family Engagement Specialist will meet weekly throughout the project period to identify program-wide needs, effective strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities, and monitor and adjust program activities as determined by data-indicated need. Program changes or adjustments will be communicated directly from the Project Director to the Director for Special Populations via email or a scheduled meeting. This ensures district-wide support for the project in order to coordinate funding and plan accordingly for project sustainability. In addition to parental newsletters printed in English and Spanish, quarterly reports will be made publicly via district website, parental sessions, and at all campus PTO meetings. Throughout the project period, the Project Director will work with the External Evaluator to review and interpret data, assist in gathering and completing all project reports and provide feedback to project staff on managing the project from a data-driven perspective. The External Evaluator for the project will meet with the administrative team quarterly to review project compliance and gather data for the final report. Once completed the Comprehensive Project Report, will be presented to the Administrative and the Project Advisory Team by the External Evaluator.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The city of Hidalgo and Hidalgo ISD have invested heavily in collaborative interaction, resource sharing, and coordination of services for students and families. Presently, the district plans and works directly with other community agencies and organizations such as the Ford NGL and South Texas College to provide literacy and educational services.

Board of Trustees, parents, students, community partners and the administrative staff are committed to increase achievement and accountability and provide the best resources available to the students of Hidalgo ISD. Superintendent of Schools, Chief Financial Officer, Federal Program Director, and Director for Teaching and Learning will coordinate all efforts to efficiently use local, per pupil funding, grants from state and federal (Title I, Title III ), and non-profit mini grants to operate granted programs. The district will continue to offer after school instruction and other needed services for our students and will continue supporting the parental component of the grant by making parental academies a non-negotiable for campuses.

Sustainability will continue for at least two years by aggressively seeking sources of internal and external funding through partnerships with community and businesses to sustain, expand, and continue after the TEA funding period ends.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Programmatic Procedures	1.	Project Director, Site Coordinators, Family Specialist and Clerk (contracts)
		2.	All Program staff hired to implement program activities. (payroll records)
		3.	Orientation of grant goals/objectives to staff (Agenda, sign-in-sheets)
2.	Project Implementation Process	1.	Daily informal communications between grant officials, staff, and students
		2.	Staff development for teachers delivering project activities. (agenda, sign)
		3.	Formal & informal communication with partners and service providers.
3.	Data Management Process Quantitative Data	1.	Attendance records will be recorded daily and submitted to SC, PD, FES
		2.	All Assessments, Student & disciplinary reports, Participation certificates
		3.	Reports generated on an ongoing basis for program effectiveness.
4.	Data Management Process Qualitative Data	1.	Students/Parent surveys collected/reviewed: Fall, Spring, Summer
		2.	Monitoring & Observations of teachers & service providers. (ACE form)
		3.	Participants and school leader's informal feedback. (emails, voice)
5.	Data Analysis Procedure for Comprehensive Report.	1.	Qualitative Data collected & analyzed for formal evaluation.
		2.	Quantitative Data collected & analyzed for formal evaluation.
		3.	Final evaluation completed and submitted to TEA.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Management Team, the district's Assessment Coordinator, and program staff will collect and analyze data according to the following schedule and will continue to gather, aggregate, analyze, and report on these and other data points throughout the funding period as required by TEA. The team will also use the Center-Logic Model to track program implementation and program improvement and reports will be available via meetings, emails and to the Project Advisory Committee.

Data Level	Data Instrument	Collection Schedule
Management	All program staff hired to implement grant activities	One time collection
Program	Number of participants targeted/enrolled/served	Weekly
	Attendance for Students & Parents.	Daily
	Agendas, Sign-in sheets, evaluations for trainings	Monthly
	Parental surveys	Each project term
	Budget Review for purchases and balances	Monthly
	Payroll records	Twice monthly
Student	Criterion-referenced testing (STAAR, EOC)	Benchmarks, semi-annually, State Test
	Reading Diagnostic Inventories (TPRI, Tejas L.)	Each term
	Norm-referenced testing (TSI, ACT, SAT)	Fall/Spring benchmark/annual testing
	Classroom checklists on skills/objectives	Weekly
	Student progress reports and report cards.	Every 3-6 weeks
School	TEA School Report Card	Annually

The Project Management Team will meet weekly to determine the extent to which project weaknesses, problems, or concerns, to be addressed in a timely manner as the implementation proceeds. Through monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction, and participation levels, this 21<sup>st</sup> CCLC initiative will have the opportunity to continuously improve.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All academic assistance, enrichment classes, family and parental support, and college-workforce readiness activities will take place after school hours and selected Saturdays during the school year and during the six weeks in the summer session. However, the Learning Resource Center (library) at the secondary level (middle/high school) will be open before the start of school to provide additional opportunities for students to access computer usage, as most of the population do not have computers much less internet services.

At Hidalgo ISD, the elementary campuses (Prek-5), the middle school campus (6-8) and the high school (9-12) all have their own county-district-campus numbers and reside in the city of Hidalgo and in the city of Pharr. The elementary campuses for the purpose of this grant will serve only students in grades 1<sup>st</sup> through 5<sup>th</sup> and participating students will be served at their respective campus.

During the regular school day, safe transportation is provided to all the students residing in the district and will continue for the students participating in the 21<sup>st</sup> CCLC grant activities. Significant funding from state and local funds are currently used for transportation and additional grant funding will be set aside for this program as it relates to fuel cost and driver compensation. Some parents may elect to drop off or pick up students but the majority of students do ride the bus home. Parents who come for their children will be required to sign out their child/children prior to picking them up. Hidalgo ISD will comply with Texas ACE safety rules and with the district's local safety policy.

At the end of each school day, students will leave their regular classroom and go straight to the cafeteria (or any other area designated by the site coordinator) to check in for the 21<sup>st</sup> CCLC program participation. Since the majority of program activities will be offered at the student's home campus, there will be no transportation cost between schools. Other activities such as college transportation fuel cost to attend classes in the summer and for college tours will be budgeted to the grant. All administrators, teachers, and site coordinators will monitor sign in/sign out for the entire duration of the program and will follow bus procedures to ensure all students arrive, and leave campus in a safe, orderly, and supervised manner with the support of the Director of Transportation.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hidalgo Independent School District will disseminate information about the community learning center by:

*Announcement of Grant Award*

- Superintendent of Schools announces the grant award to campus administrators at their weekly administrative meeting, the District Advisory Council and the Board of Trustees.
- Campus leaders will announce the award, its goal and purpose to their staff during their weekly faculty meeting.
- Parental liaisons at each campus will inform parents (volunteers) about the 21<sup>st</sup> CCLC grant award.
- Campus administrators will present the goal and purpose of the grant to parents at their monthly parental meetings and elaborate on the trainings and sessions available to them throughout the grant period.

*Recruitment*

Information will be distributed via flyers and parent newsletters (in English and Spanish), posters in both languages will also be created and placed throughout the campuses and businesses, campus/district websites, and making phone calls to parents. Teachers will be entrusted to recruit students needing that extra academic assistance and college-readiness enrichment. All dissemination resources will include the duration of the program, the activities proposed, schedule of events (time/days) and process to follow to sign up as a participating student/parent.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> CCLC program will offer academic assistance to participating students in grades 1<sup>st</sup>- 12 for 2 hours (M-T) and 4 hours on Saturday, totaling 12 hours per week. Tutorial sessions in all core subjects are scheduled for 45 minutes per day during Fall 2016 and Spring 2017 and will be TEKS specific and interactive using various learning modalities and the incorporation of effective sheltered strategies to make content comprehensible to the English Language Learner. Enrichment classes will also be offered for 45 minutes and 30 minutes for family/child activities. In Summer 2017, rigorous academic programs will be offered to all students needing additional academic support including reading assistance to students in grades 1<sup>st</sup> and 2<sup>nd</sup> focusing on getting students to read and comprehend on or above grade level. During Fall, Spring, and Summer the grant will support various activities in academic assistance, academic enrichment activities (chess club, birding club, robotics, rocketry, college-readiness etc.), sports/recreation programming and family engagement. The summer term consists of four (4) hours per day, 4 days a week (M-T) for six (6) weeks program period. A total of 16 hours of program activities will be completed at the end of each week, contributing to continuous support for overall student success.

Students in need of remediation, danger of failing or with recent academic failures, as determined by the district's tracking system (Eduphoria) and campus task force team will be identified for academic assistance. These students will be recruited and targeted for academic support and assigned to tutorial sessions and homework assistance. Individualized plans for students will be developed based on actual data, benchmark tests, and progress reports. With input from the classroom teacher these plans will be very prescriptive to each individual student. As stated above all students will participate in academic enrichment activities designed to enhance their performance in all content areas. For Special Education students participating in the program, all modifications/accommodations will be honored and followed and at the high school level, Individualized Graduation Plans will also be followed, updated and modified if needed.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding for this program will be used to supplement and not supplant funds from non-federal sources. Our purpose is to increase the levels of service already offered to meet the needs of our students and parents. Any program activities required by state law, State Board of Education rules or local board policies will not be paid with these funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The district will maintain documentation which will demonstrate the supplementary nature of these funds.

For maximum impact of program dollars, and with a close eye toward effectively and efficiently funding from a variety of sources throughout the grant period, Hidalgo ISD will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services for the parents and students who will participate in the 21<sup>st</sup> CCLC program district-wide.

**State, Local and Non-profit Funding:**

Software (Eduphoria), TESA training for new teachers, district-wide summer school training for teachers, summer school supplies other than 21<sup>st</sup> CCLC funds, transportation, staff and auxiliary staff salaries, travel, family engagement, facilities/utilities, Ford NGL and South Texas College.

**Federal**

Teacher salaries for direct instruction, meal reimbursements for students during summer school program, extra-curricular activities, and Gear-Up family engagement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objective Set of Measures:**

Hidalgo ISD assures the Texas Education Agency of its commitment to data-driven program design, implementation, and an evaluation. An assessment of objective data to document the need for the after-school/summer program will include scores and other information from TPRI, Tejas Lee, STAAR benchmarks, STAAR assessments, STAAR EOC, internal common assessments, AP, SAT/ACT, TSI passing criteria, pre/post assessments, report card grades, progress reports, formative classroom assessments, attendance records, discipline referrals, and Response to Intervention (RTI) paperwork. The aforementioned data will be measured, recorded, and compared to determine the progress of the individual students in the program. The established set of performance measures for the STAAR exam will be the achievement level defined as "Satisfactory" or "Advanced". STAAR objectives will be used to customize tutoring, remediation and enrichment... The 21<sup>st</sup> CCLC staff and campus leadership will also take into consideration other valid and reliable measures of student performance and growth, including computer-based assessments.

**Researched-Based supporting the design:**

The Texas ACE Model has identified staff development and on-going student assessment as two important milestones that must transpire prior to any of the four (4) Critical Success Factors can occur. The program design calls for quality professional development to enable staff to deliver effective and measureable program avenues for students and parents to continue taking advantage of all the enrichment opportunities available for program success.

The design also calls for improved academic performance, attendance, and student engagement. Encouraging attendance by offering exciting programming that engages students' varied interests is one of the most noticeable benefits that after-school programs can provide. Children begin to see the link between what they are learning during school and in their after-school programs and begin to understand that in order to fully enjoy after-school activities, they have to attend school regularly. It's also known that the reinforced learning environment that students receive in after-school programs offer teachers a tremendous support in improving test results among All students.

Research conducted by After School Alliance prove that attendance is a powerful tool in improving academic achievement. Improving the academic performance of English Language Learners through the 21<sup>st</sup> CCLC Grant can assist in the development of English proficiency, academic enrichment, and preparation for college-readiness courses. After-school programs can complement the language instruction provided to ELL students during the regular school day by offering extra time for both direct language instruction and practicing oral language skills. Programs outside of school day are less restricted by curriculum and testing requirements than school-day classes. Furthermore, teachers can plan for more engaging activities that allow more student participation. When students are grouped into small classes, a less threatening environment can be created thus lowering the affective filter of students and contributing to more language development. In addition, more flexibility in the program allows for individualized language and learning needs of students.

Tutoring and college-readiness preparation will be provided in small groups or one-to-one instruction. Research has proven that small group instruction improves students' achievement and preparing students for rigorous coursework will increase the number of students seeking post-secondary education. Title I, under ESEA currently promotes funding to be used for individualized prescriptive plans to ensure students are meeting academic standards. Research by Bloom, 1984 and Jenkins, 1974 validates that tutoring is the most effective educational tool that supports students who are at risk of failure and dropping out of school.

**Plan for Ongoing Evaluation**

The Project Advisory Team will be charged, with oversight, responsibility and monitoring the operations of the project, evaluating progress in the achievement of program goals, objectives, and strategies for recommending continuous improvements and for reporting to the district's Board of Trustees. All Site Coordinators will also be responsible for collecting and reporting required evaluative data and with the Project Director the data will be analyzed to ensure smooth operation of the program.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The applicant and Fiscal Agent is Hidalgo Independent School District and the partnering agency will be South Texas College, community-based organization. The partnering Agency will designate one representative to serve on the Project Advisory Committee which meets at least quarterly to provide partner feedback, present problems and suggest solutions and review input from all stakeholders for future planning purpose. This ensures that the program stays on track and all the stated goals and objectives are achieved.

South Texas College will deliver the Tex-Prep program (pre-engineering program) to 60 students 30 (rising 6<sup>th</sup> graders), and 30 (rising 7<sup>th</sup> graders). Instruction will be provided during the Summer session from June 5, 2017 to July 6, 2017 and students will participate for 5 hours of class time. This enrichment program will incorporate mathematics, pre-engineering and computer science as well as mentoring by college students majoring in engineering, computer science or mathematics. Partnering with a college, not only provides students with opportunities to explore the world of engineering but also exposes students to college-readiness and academic advising.

The 21<sup>st</sup> CCLC will also partner with South Texas College to train Hidalgo Early College High School teachers to successfully work with students to meet passing criteria on the Texas Success Initiative (TSI). Currently, Hidalgo ECHS offers college courses at the campus; however many of the students have not taken the opportunity to enroll in these classes due to not passing the TSI test. Supplemental funding through the grant will provide the necessary tools to increase the number of students meeting success on the state test. Together with grant funding and the partnership with the local college, the dream for many of the district's students who have the potential and the desire to become first generation college students will become a reality.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently every community learning center in Hidalgo ISD has several federal, state, and local resources that will be coordinated with the 21<sup>st</sup> CCLC program. The following activities are already planned and funded through the district and campus resources:

- Parental Coordinator (50%) coordinates all ESL classes/literacy, GED, and district meetings. (Fall & Spring)
- Every campus conducts "Meet the Teacher Night" to meet their child's teacher and to receive the vision, goals, expectations, and curriculum outline for the school year.
- Open House is scheduled in the fall to present Title I program, State assessment calendar, and scheduled campus events.
- Parent/teacher conferences (scheduled throughout the year) and report card pick-up nights. (Semesters)
- College Awareness Parental Nights to learn about different colleges and the importance of completing financial aid applications.
- Hidalgo Early College High School schedules two nights for college representatives to assist parents in completing their financial applications.
- Gear-Up has quarterly parental meetings. (funded by Gear-UP)
- Parental centers with a parental liaison (para-professional) are at each campus.

To accommodate the needs of working families, the Family Engagement Specialist will schedule a combination of on-campus, community-based, and if necessary at-home activities. The 21<sup>st</sup> CCLC program will supplement the parental program with additional educational opportunities that otherwise would not be possible to provide the district's parents/families. As stated in the Needs Assessment Evaluation the community is in great need of parental trainings to help them overcome the odds they encounter every day: unemployment, poverty, lack of literacy skills, and English proficiency. The program will support the parent/family component of the grant by training a cadre of parents (30) with PASOS, Parent Academy for Success of Schools, considered one of the best research-based models for maximizing the impact of parental engagement for Success. The Model is based on Dr. Joyce Epstein parental framework which includes six levels of involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making and Collaborating with the Community. Because what parents do at home remains significantly more important to student outcomes than what parents do at school, strong emphasis is placed on parents applying their knowledge and skills at home through homework assignments designed to facilitate communication between the parents and their children. Five parents from each center will be selected by the Project Advisory Team, which includes the Site coordinator and the Family Engagement Specialist to participate in this intensive training and will in-turn share learned skills and strategies with other parents from their perspective Center.

The outcomes from this Model will measure the number of parents willing to participate in all program activities: weekly, monthly parental sessions, parent/student academies and campus scheduled events.

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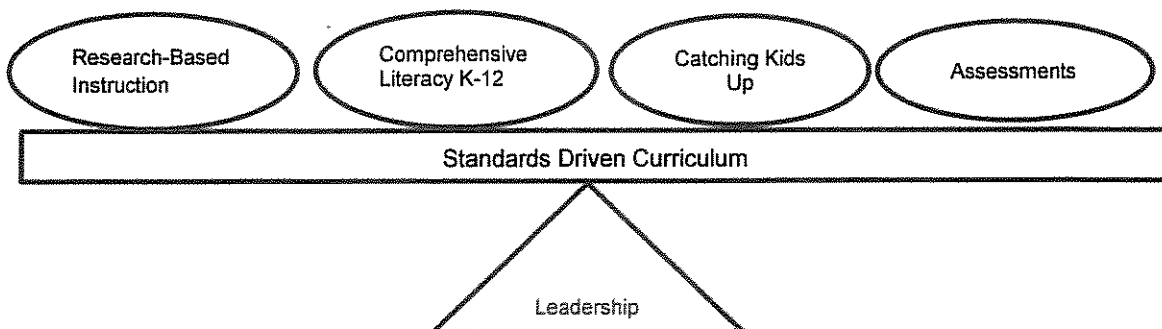
**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Best Practices: Research/Evidence Based:** Hidalgo ISD concurs with the findings of the USDOE that schools that practice an achievement approach leads to the greatest increases in student achievement. This approach is represented by the following graphic:



This approach has identified the following evidence-based practices: extended thinking, using essential questions, advance organizers, differentiated lessons, scaffolding, reading comprehension, and collaborative pairs etc. as practices that will increase student achievement. Through intensive reading assistance, interactive lessons, and the use of these effective teaching practices in mastering TEKS objectives, students supported by this 21<sup>st</sup> CCLC grant will have the opportunity to catch up and be successful.

Hidalgo High School opened its doors in 1976 but was renamed Hidalgo Early College High School in 2006 after being granted the Bill & Melinda Gates Award. Currently, the High School has sustained the program with limited funding and has graduated students with college hours. However, with additional funding from the 21<sup>st</sup> CCLC the program could expand opportunities to Middle School students and provide apprenticeships to high school students for workforce readiness. By following the NGL framework, the district will be able to partner with business and industry-based programs to increase the number of students graduating with an associate's degree or industry certification.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

***Sustainability Plan: Strategies and Resources***

**Hidalgo Independent School District** is committed to continue, and where appropriate, expand this 21<sup>st</sup> CCLC grant program beyond the initial funding period and will maintain accurate, up-to-date records of grant activities and expenditures. The district will take responsibility to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment and (or failure to accomplish) each program objective and performance target; to demonstrate our intent and commitment to the implementation and operation of the 21<sup>st</sup> CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in subsequent years if available and awarded; to seek guidance and input from TEA and Texas ACE; and to share details of our model and the results of our program with others. The Model defines that family influences "where a child starts", but school is the most important influence "on where he/she finishes".

***Individuals and Organizations***

Individuals and organizations involved in this project include Hidalgo Independent School District, South Texas College, and Texas Valley Communities Foundation. The roles and responsibilities of each entity are described in detail in Requirement # 5, page 26.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***Continuous Feedback and Involvement from Community Stakeholders***

Hidalgo ISD and the 21<sup>st</sup> CCLC program will be implemented in collaboration with the community, the District Advisory Council and with all the community partners and all stakeholders. The Project Advisory Team (created on notice of grant award) along with the DAC will be totally involved in the overall operation of the grant from the announcement of grant award notice to the design of the sustainability plan. The team will consist of: Project Director, one Site Coordinator, one parent, one community business member, one student, Family Engagement Specialist, one representative from each of the project partners, one school administrator and one district administrator. Overall operation entrusted to the team will include but not limited to the development of the design, implementation, management, evaluation, and sustainability.

***Increase Program Awareness, Effectiveness, and Sustainability:***

The Family Engagement Specialist, a major role in the 21<sup>st</sup> CCLC grant, will communicate directly with parents and campus administration via emails, website, flyers, campus meetings, parent involvement district activities, ESL classes, and any other scheduled events within the district to increase program awareness. Through program awareness, course offerings will be announced, procedures to follow to enroll as a participant will be explained, and to garner parent support for the program. Other than the FES, Site Coordinators will meet with all site-based project staff, project partners, and students regarding program policies, course offerings, educational opportunities, and requirements to be an active participant. The Project Management Team together with the DAC will communicate regularly on updates on project effectiveness to the Board of Trustees, Superintendent of Schools, and other senior staff to make any immediate adjustments if deemed necessary. The Project Management Team will be in constant communication with its contracted external evaluator to ensure that all updates are communicated and seek guidance in providing all data required for reporting on performance measures and complying with all TEA reporting requirements.

Sustainability, part of the responsibilities of the Project Advisory Team will collaborate with the District Advisory Council to identify strategies and resources for sustainability by identifying additional funding sources and maximizing state and local allotments to sustain, continue and expand the 21<sup>st</sup> CCLC program for the next two years after funding terminates. The Project Director will schedule meetings quarterly to update the sustainability plan with additional resources and project partners as well as other community commitments.

***Planned Membership and Organizations:***

Membership and organizations for this 21<sup>st</sup> CCLC grant include: Hidalgo Independent School District (six center sites), South Texas College, Texas Valley Communities Foundation, and Various Businesses/industries for Apprenticeships and the DAC. Hidalgo ISD will select qualified personnel to implement program activities such as academic tutorials and enrichment activities. South Texas College will support the Tex-Prep Program by offering students at the Middle School to participate in courses related to logic, engineering, computer science and problem-solving. Other than the Tex-Prep Program, South Texas College will be contracted to provide staff training to high school teachers in TSI preparation. The Texas Valley Communities Foundation will serve as the provider for the Parent Academy for Success of Schools to train a cadre of 30 parents, district-wide to serve as catalysts to enhance and support the parental/family engagement component highlighted in the grant project. Parents will receive intensive training with homework assignments in the following six areas: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> CCLC will have a strong management plan to assure that project goals and objectives are met on a timely manner and within budget. The plan has been designed to seek input from all stakeholders. The district's planning team made up of representatives from the district and community partners sought input from parents, students, teachers, members of the community in the design of the 21<sup>st</sup> Century Community Center program. A committee will be charged with oversight, responsibility and monitoring the operations of the project, evaluating progress in the achievement of program goals, objectives and strategies for recommending continuous improvements and for reporting to the district's Board of Trustees.

The Project Director, with assistance from the Site Coordinators and the Family Engagement Specialist (FES) will assist and monitor day-to-day activities to ensure successful implementation. The Project Director, Site Coordinators and the Family Specialist will assist to identify and enroll students and parents, recruit and hire teachers, identify contractors for enrichment courses, and identify and obtain appropriate curriculum programs and topics for family literacy, parent/child learning academies, and enrichment offerings. Site Coordinators will also be responsible for collecting and reporting required evaluative data.

The Project Director, Site Coordinators and Family Engagement Specialist and staff of the community-based organizations will work together to develop student and adult surveys to solicit feedback on an ongoing basis. Additionally, the Project Director, Site Coordinators, and the Family Engagement Specialist will analyze evaluation data to ensure continuous improvement in the operation of the program. All data will be collected and shared with the grant evaluator on a timely manner to ensure the evaluation is submitted prior to the due date. Project Director and Site Coordinators will attend all required orientations, trainings, and conferences specified by the grant.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 1****Center Name:**

Hidalgo Early College High School

**9 digit campus ID#**

108-905-001

**Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

9-12

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

170

**Number of Adults (parent/ legal guardians only) to be served:**

80

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Hidalgo Academy			
<b>9 digit Campus ID #</b>	108-905-002			
<b>District Name (if different)</b>				
<b>Distance to Center</b>	Walking distance			

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 2****Center Name:**

Ida Diaz Junior High School

**9 digit campus ID#**

108-905-041

**Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

6-8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

200

**Number of Adults (parent/ legal guardians only) to be served:**

80

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3

Center Name:

Hidalgo Elementary

9 digit campus ID#

108-905-101

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

1-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

125

Number of Adults (parent/ legal guardians only) to be served:

80

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 4

Center Name:

Dr. Alejo Salinas Jr. Elementary

9 digit campus ID#

108-905-103

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

1-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

125

Number of Adults (parent/ legal guardians only) to be served:

80

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 5</b>	<b>Center Name:</b> Hidalgo Park Elementary		
<b>9 digit campus ID#</b>	108-905-104	<b>Distance to Fiscal Agent (Miles)</b>	
<b>Grade Levels to be served (PK-12)</b>	1-5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		125	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		80	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>Campus Name</b>			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 6</b>	<b>Center Name:</b> J. C. Kelly Elementary		
<b>9 digit campus ID#</b>	108-905-102	<b>Distance to Fiscal Agent (Miles)</b>	
<b>Grade Levels to be served (PK-12)</b>	1-5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		125	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		80	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>Campus Name</b>			
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> CCLC grant will follow and coordinate services under ESEA Section 114 and Texas Education Code, 29.081. Coordination will be between and among all three programs by: utilizing all school-wide comprehensive needs assessment plans and campus improvement plans to prioritize campus academic needs that could be supported by the grant to accelerate instructional services. State and federal accountability reports, promotion and graduation rates, intervention plans for English Language Learners, college-readiness performance indicators, parental involvement activities, and the employment of qualified professional personnel will all be used as resources for the 21<sup>st</sup> CCLC after-school program.

*Identification and Recruitment:*

Upon notice of grant award and the hiring of the Project Director and Site Coordinators and with the collaboration of the Assessment Coordinator an updated review of student achievement data will be conducted to identify students in need of remediation, acceleration, and enrichment, especially focusing on individual needs of English Language Learners and Children with Special Needs, and students exhibiting at-risk behaviors. The 21<sup>st</sup> CCLC will be promoted district-wide and by each campus designated as a Center through the following activities:

- Project Director and Site Coordinators along with the campus leadership team will review campus student achievement data and identify students needing remediation, acceleration, and enrichment, targeting students who have failed or nearly failed state assessments, who have not progressed in English proficiency, have a history of absences, and are involved in disciplinary incidents.
- Site Coordinators and the Family Engagement Specialist with the cooperation of the part time district parental coordinator will communicate with students and parents via phone calls, flyers, campus marquee, and scheduled student assemblies regarding the program start dates, hours, etc.
- Project Director, Site Coordinators, and the Family Engagement Specialist will communicate directly with parents via formal and informal parent meetings to announce all grant offerings, explain program procedures, and garner parent support for the program. (Purpose to enroll students/parents to participate)
- Site Coordinators will meet with students regarding program guidelines/policies, program offerings, opportunities, and requirements to participate, emphasizing the benefits of and incentives and awards for regular participation.
- Site Coordinators will register students for specific activities based on their individual needs.
- Site Coordinators will review student participation throughout the grant period and target students most in need of academic assistance, followed by an open enrollment process for participation by additional students.
- Site Coordinators and the campus leadership team will recruit and enroll students into the various program activities at the beginning of each term: Fall 2016, Spring 2017, and Summer 2017.

*Retention:*

Accurate records of students in need of academic assistance will be kept to ensure students are progressing academically and are attending the program. Site Coordinators and the FES will use non-program hours to communicate with enrolled students' parents and regular school day teachers to align programming, refer students to additional support services, coordinate program adjustments that meet students' needs, and follow-up with students to encourage retention in the school-year and in the summer. Monthly, teachers and Site Coordinators, within each community center, will recognize and celebrate improvements in attendance, persistence, behavior, academic performance, as incentives for students to remain involved in the 21<sup>st</sup> CCLC program activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***Center Operations Schedule:******Fall 2016 and Spring 2017 Operating Hours:***

Fall 2016: 4 days a week, (Mon.-Thurs.) @ 2 hours a day = 8 hours + 4 hours on Saturday = 12 hours (week) for 14 weeks. 168 total hours

Spring 2017: 4 days a week, (Mon.-Thurs.) @ 2 hours a day = 8 hours + 4 hours on Saturday = 12 hours (week) for 14 weeks. 168 total hours

***Summer Term Operating Hours:***

4 days a week (M-Thurs.) @ 4 hours a day = 16 hours per week x 6 weeks = 96 hours for the Summer Session.

Total hours completed for the grant period: **432 hours ÷ 12 hours per week = 36 weeks**

Grade Levels served: 1<sup>st</sup> -12 grades.

***Staffing Schedule:***

Each center will be staffed by a Site Coordinator and all activities will be taught and supervised by qualified teachers, program partners, a nurse's aide, and a custodian. The maximum staff to student ratio will be 1:10 for the academic program being that research studies have shown that small group instruction provides for a better learning environment. There will be times when this number could be decrease to 1:5 if it lends itself to provide intensive intervention during small – group tutorials. Groups larger than 22 (recreational, college-readiness courses, clubs, art, robotics, etc.) will have multiple adult supervisors to ensure the maximum of 22:1 is not exceeded.

If additional variations to program scheduling and grouping arrangements are needed, the program staff will collaborate with all stakeholders throughout the grant period.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***Safety at all Centers:***

Each center will inspect and maintain all safety equipment in operating order: fire extinguishers, smoke detectors, carbon dioxide detectors, fire alarm bells, and evaluators for special needs children. The Project Director and all Site Coordinators, campus leadership, nurse at the center will update contact information for the parents/caregivers of each student as well as current emergency or other contact information for the community Fire, Police, Medical, and Child Protective Services. As customary at Hidalgo ISD, the maintenance and operations department take pride in providing a safe and injury-free environment. With assistance from the M&O department, all physical facilities including the building Center sites, furniture, playground equipment, buses used for transportation will be maintained to ensure general overall safety. First Aid kits will be available in all school buses and at each Center and fire drill procedures will be conducted prior to the start of the program. Site Coordinator and another staff member, other than the nurse who is trained, will participate in CPR and basic first aid.

***Procedures for entering/exiting center sites:***

The district has had the program "Raptor" in operation at each campus for the last 10 years and all visitors including the parents of students must show a form of identification prior to preceding to the office or classrooms. Once cleared by the program, visitors must sign-in and sign-out before exiting the building. All campus staff have been trained and teachers are well aware the protocol that is in place.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Planning, Alignment, and Quality:**

The 21<sup>st</sup> CCLC is designed to meet all the program goals, objectives, and its purpose to specific needs of students at each Center. Careful planning by the District Advisory Council and district administration was conducted prior to submitting an intent to apply. The objectives and goals in the grant were very much aligned to the needs of the district. After reviewing the evaluations from the Texas ACE site on previous funded grants, it was imperative that Hidalgo ISD proceed with the grant application. The 21<sup>st</sup> CCLC grant funding will support staff training to deliver quality lessons aligned to college-readiness assessments. A large percentage of English Language Learners at Hidalgo Early College High School struggle with college entrance examinations. Training through the Cambridge Institute and South Texas College will prepare the staff to provide lessons aligned to the rigor of college courses and are relevant to career academies focusing on critical thinking and problem-solving. Additionally, administering benchmark exams as preparation for the actual exam will lead to an increase in the number of students enrolled in career academies and the number of students receiving industry certifications. The planning process assures that staff development and all its activities will be aligned to the regular school day curriculum and will be of quality as approved by the Texas Higher Education Board. At the middle school, Tex-Prep program will assist and expose students to careers in math and science, thus a stepping stone to high school career programs. Hidalgo ISD currently participates in the Gear-Up program through the Region One Education Service Center. The program began at the Middle School and is now at the high school level. The goal to prepare students for post-secondary education must begin at the elementary level. Therefore, modules from Pitsco will be used to introduce and engage students in interactive lessons and activities related to STEM. All Centers will target tutorial and homework assistance that are aligned to TEKS and students' needs. Program activities will use the Activity Alignment Form, the Texas ACE Activity Lesson Plan, which addresses the Five Es (Engage, Explore, Explain, Elaborate, and Evaluate), and the Lead4ward PLC Manual.

**Evidence-Based Research and Data:**

Throughout the grant period, project staff will review quantitative and qualitative data from a variety of sources and will use that data to drive the design of the program activities. Data input will include both formal instruments (test scores, report cards) and informal methods (observations, checklists, parent discussions).

Examples of program activities that will **achieve the desired outcome for the campus and the student** are listed in the table below:

Student Needs	Program Activities	Student Outcomes
Not meeting standard on STAAR & STAAR EOC	Targeted tutorial sessions core areas Homework assistance Oral Language Development (Academic Content-Based) Extended library hours Parent/Student Academies	Improved student academic performance Progressing one or two levels on TELPAS Improved parental/family engagement
Students reading below grade level and low math skills.	Accelerated Reader Computer-based software Extended library hours	Reading on or above grade level Improved academic performance in reading and math.
College-readiness opportunities	ACT/SAT/TSI test prep College prep/staff training Parental trainings on college/financial STEM, Tex-Prep	Improved graduation rates Completing an Associate Degree Completing and receiving an industry certification.
Improve promotion & graduation rates	Enrichment: recreation, clubs, arts, etc.	Improved attendance Improved academic performance

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Meeting Student Needs:**

Instruction will be adapted to meet student's needs in the following ways:

- **Incorporate** diagnostic and testing data into lesson activities to target specific skills and objectives (students will be grouped based on their individual needs)
- **Using** the Texas ACE lesson plan guide, planned lessons will identify various strategies/tools used in lessons to meet the developmental needs of English Language Learners and Special Education Students (cooperative learning techniques, sheltered strategies, graphic organizers, scaffolding, hands-on manipulatives etc.).
- **Adhere** to student's existing Individual Education Plan (IEPs). (Modifications/Accommodations)
- **Vary** group structure and size: 1:10 academic assistance, 1: 15 for enrichment activities (STEM) (Tex-Prep), 1:22 for recreational and 1:15 for educational clubs (birding, robotics etc.)
- **Vary** instructional settings to maximize student engagement: classrooms for tutorials, homework assistance, playground and gymnasium for recreational sports, and science/computer labs for model projects.
- **Providing** a variety of activities to all students: academic assistance (45 minutes), enrichment (45 minutes), homework assistance and/or family engagement activities (30 minutes) to facilitate parent involvement while integrating with safe transportation home/student pick-up.
- **Use** library time (before and after school) to assist students with homework, research, and provide access to computers. Most students have no computers at home.
- **Use** computer-based programs: accelerated reader, online tutoring support for test preparation (ACT, SAT, TSI, STAAR, and others).

Program staff will work to include additional variations of program setting, grouping arrangements, and scheduling as needed throughout the funding period and with input from all stakeholders.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be a full time position whose primary role is to coordinate all services and activities that support the participation of parents in the student's educational experience. Given that research has shown that parental engagement plays an important role in student achievement and the district's demographics indicate this to be a critical component of this grant. Employing a full time Family Engagement Specialist will strengthen the current parental involvement program at the district. The main responsibility of the specialist will be to coordinate all adult and family engagement activities across all six Centers. Being that Hidalgo ISD is operating six Centers, the position will be funded by 21<sup>st</sup> CCLC grant funds. Qualifications and experience for this position are summarized on Schedule #14, page 21, including being fluent in English and Spanish, since 99% of the community is Hispanic.

Following are detailed responsibilities for the Family Engagement Specialist:

**Role and Responsibilities:**

This key position will ensure that parent and family engagement activities are coordinated with participating schools' existing programs in order to prevent duplication of effort and to ensure effective and efficient use of local, state, and federal resources. Working with the Project Management Team, the FES will manage funding for family engagement activities across all sites, consolidating and coordinating activities when feasible, and extending and expanding the program each term and year as parent engagement grows. The FES will be accountable for data collection, getting input from all stakeholders, reviewing and interpreting the data for all participants in the family program and will be responsible for scheduling and meeting family engagement goals. The FES will assist the external evaluator by providing all required reports and documents needed to evaluate the program's goals for family and parent involvement.

**Training and Support:**

The FES will attend all required trainings, orientations, and meetings and will participate in one state or national out-of-school conference to stay abreast of research-based practices in family and parent involvement.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As mentioned above, the Family Engagement Specialist will work with the Project Management Team (Project Director, Six Site Coordinators and FES) to recruit families to participate in the program through the following specific activities each term (Fall, Spring, Summer) of program operation:

- Announce notice of grant award to parents and families (website, PTO, Board of Trustees meeting, newsletters)
- Review goals and objectives and set parent and family targeted activities.
- Meet with school and district leaders to coordinate all family/parent engagement activities with the existing program and to schedule the monthly parent/student academies for the grant period.
- Meet with contracted partners to coordinate all activities with student services.
- Plan, create a schedule of new events and implement parent involvement opportunities and activities,
- Plan and schedule recruitment of parents and families into grant activities.
- Advertise, notify and invite parent and family participation
- Attend required trainings as part of the Project Management Team
- Coordinate contracts with participating partners to deliver parental services.
- Identify and purchase all supplies and materials necessary for family/parent services.
- Work closely with the Project Director to adjust program activities for the following term: Spring, Summer.

Because parents have a powerful influence on their children's success in school, Hidalgo ISD sees the role of the FES as one that will help build capacity to engage and empower parents.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-905

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The final schedule for family engagement activities has not been finalized but the following table provides several examples of the array of grant-funded parent and family engagement needs, activities, and times/locations/frequency for each event.

Family & Parent Needs	Parent/Family Support Activities	Time/Location/Frequency of Delivery
High % of parents do not speak English.	Assist with ESL classes	Evening/ Twice weekly/parent training center
Low educational levels of parents. (Adult Literacy)	Family Literacy College Awareness Technology/Internet training College Tours	Morning/Evening/on campus/quarterly Quarterly/on campus Evening/on campus/twice a month Once each term.
Low family engagement in school-based activities	Parent/Student Educational Camps Parent/Teacher conferences Student Performances Surveys in English and Spanish to determine program needs.	Evening/quarterly/on campus Scheduled/on campus/twice each term Evening/on campus/once each term Once each term/on campus
Low socioeconomic levels	Hands-on trade skills/crafts, flower arrangements etc., College financial aid assistance PASOS/Parent Engagement College Readiness Model	Morning/quarterly/on campus  Evening/twice annually/on HS campus Evening/Monthly/parent training center
Limited Access to Healthcare High obesity/diabetes	Cooking Healthy Sessions	Morning/quarterly/on campus

To accommodate the needs of working families, the Family Engagement Specialist will schedule a combination of on-campus and community-based activities. Through the PASOS program, a cadre of 30 parents will be trained as advocates for the community. Because this program has been proven to be so successful, Hidalgo ISD embraces the opportunity that the 21<sup>st</sup> CCLC will be able to provide this service to the community. Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community are the six major topics addressed by this program. Parents will be able to develop skills in visioning, establishing a family mission statement and planning and setting goals for their family. Additionally, parent/student camps held in the evening will prepare parents and students to work and learn together as a family. The solicitation of surveys will also assist the FES to evaluate parental interests and opinions and make adjustment if needed.

Other than the 21<sup>st</sup> CCLC grant funding for Family Engagement activities (supplies/materials/contracted services), Hidalgo ISD will coordinate resources from local, state, and federal sources to ensure that all family and parental activities are offered and completed in a timely manner.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

**Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating:  
0Total nonprofit teachers participating:  
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 108-905

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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